Race to the Top - District

Technical Review Form

Application #0250PA-1 for Greater Johnstown School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7

(A)(1) Reviewer Comments:

This section is well organized and presents well. The approaches that it identifies (RtI) are sound approaches and indicate the vision is in the right direction.RtI is an effective method to identify weaknesses and respond instructionally. Further, the district has adopted common core standards and these, by definition, are linked to college and career readiness.

However,could better link its reform vision to at least one of the four core assurance areas (recruiting, rewarding retaining teachers). The district does, to be sure, indicate that it will improve PD. It also notes that teacher and principal evaluation reform is occurring and this will support the district's efforts in retaining effective teachers and principals. The analysis lacks an effective discussion regarding recruitment of teachers. I would also add that the menu of PD contains a lot of items for 2012-2013.

Middle

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

(a) The district has chosen all schools to participate. The district's % of low income students exceeds the 40% eligibility requirement.

(b) Schools are listed in the application

(c) These are listed.

Given the size of the district (relatively small) the school selection is of sufficient size to be addressed with this grant.

High.

	Available	Score
(A)(3) LEA-wide reform & change (10 points)	10	6

(A)(3) Reviewer Comments:

The district's Educational Design Plan is apparently going to be applied to all schools. The plan has all the components of quality plans. These include the use of Danielson evaluation framework; this is a well-accepted model for teacher evaluation. The plan is apparently anchored in the state's Standard Alignment System. What is lacking in terms of the plan is a well thought out reward system for teachers that are high performers. Additionally, I would suggest that a high-quality plan considers a connection between the school and other community supports or networks.

	Available	Score
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8

(A)(4) Reviewer Comments:

(a) The vision has a high chance of success for improving student performance and equity on the summative assessments. They are ambitious and achievable. For instance, they are call for improving grade 3 math scores from a proficient/advanced percentage of 37.4% (SY 2011-2012) to 71.5 % in 2016-2017 on the state PSSA. This represents approximately a 7% annual increase. This is a realistic and ambitious goal. However, the achievability of the goals is called into some question given the recent leadership changes -- there seems to be a considerable turnover in the most recent academic years. Such change can, sometimes, call into question the capacity of the district to be able to engage its staff immediately.

(b) Likewise, the vision does have a strong chance of reducing the achievement gap.

(c) The same can be said with respect to the graduation rate. The plan calls for an improvement of 3% over the life of the grant. The district's adoption of common core standards - if implemented properly - should make gains because the CCSS are aligned to college and career goals. They contemplate a student graduation.

(d) The district stands a good chance of succeeding again because of its connection of curriculum standards (CCSS) that are geared to developing college readiness.

(e) The goal of improving by 5-8% annually the number of students who will attain a degree is both ambitious and realistic.

High

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	**15**	**7**

(B)(1) Reviewer Comments:

The district has had some success in the past. However, the data supporting a conclusion that it has a clear record of success in the past (4) years is weak.

-The data cited primarily consists of local assessments given at the end of last year and compared to those given in 2012-2013. The application states itself that the data it cites is from the last 90 days. These efforts are commendable and promising. But they do not demonstrate a clear track record of success.

- Certainly some credit must be given to the district with respect to adopting its Education Design Plan as some signal of reform

- The district has implemented a data review system and apparently has required districts to develop/modify site plans. These are good signs. But the application does not specify or give examples where the reform has been implemented successfully. However, the district does apparently make the data available to stakeholders.

- Likewise, there has been considerable leadership changeover.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	**5**	**5**

(B)(2) Reviewer Comments:

The district has several mechanisms that it uses that partially address the transparency issues above. The district did provide expenditures on the district and building level and this is made available at school board meetings and on the website. The data provided aligns with the categories used with the Census Bureau. <u>See</u> Attachment 4, FAQ, E-9.

(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

The conditions appear to be satisfactory with respect to the legal framework in which the district operates. Several state-wide regulatory changes have occurred that warrant this conclusion. These include:

- In the area of curriculum: the use of a clearinghouse (SAS) to assist educators in aligning curriculum and accessing resources that are helpful to educators.

- The state has revamped its teacher evaluation system to include student growth as a factor. This is consistent with RTTT requirements and current trends in education policy.

- The District has embraced RtII as a means to address learning differences. The use of RtII is embraced as an approach to individual instruction. It is consistent with best practices.

- The state apparently has a statewide data system providing longitudinal data. This system allows for tracking of individuals over long term thus allowing the district to identify strengths and weaknesses of a student over time. This information is important in personalizing instruction.

(B)(4) Stakeholder engagement and support (10 points)	10	8

(B)(4) Reviewer Comments:

(a) The district engaged the community and the relevant stakeholders. Several of the letters supporting the application referenced meetings that the district had with the stakeholders, thus indicating that a deliberative discussion occurred. See, e.g., Attachment 5, Letter 6.

(i) The Union has signed appropriate areas

(b) Multiple letters of support are included - ranging from community college, and non-profits, etc. More evidence of these groups involved in the EDP would have benefited the application. The narrative of this section states that the School Board adopted the EDP but the community connection to its develpoment could be nore clear here.

High

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

The district's reform plan appears aligned with their needs assessments. It conducted a needs assessment over the last six months and implemented its Ed Design Plan around the major gaps it identified. The gaps it identified are consistent with what the literature in education indicates is problematic in many underperforming schools (e.g., unaligned PD, ineffective use of data analysis). These are elements that are generally linked to improving and personalizing instruction. Thus, it appears that they have conducted an analysis already and are headed in very positive directions.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	7

(C)(1) Reviewer Comments:

(a) The district's "approach" to learning is ambitous and rightly begins at the early education level. It shoudl be commended as an apporach that has multiple elements in it that span the various ages PK-12 in the schools. However, the application does not adequately address exposure to diverse cultures, etc., to deepen understandin, to the extent it does at all.

(b) The district's reliance on RtII to personalize instruction is well-placed. This approach to instruction is widely recognized as one of the most efficient means of drilling down to determine student strengths/weakness and instructional supports. The use of data is integral to this approach as is the district's connection to core standards. See (iv). Additionally, the district has developed several partnerships that expand learning experiences for its students with colleges. The application is weak however with its use of technology for <u>teaching</u> purposes. See (b)(iii).

(c) The district is in the process of allowing students to view their data. However, the application lacks a clear discussion about training students and parents about the interpretation of the data such as RtII warning lights. See (c).

Middle

Middle/High

(C)(2) Teaching and Leading (20 points)	**20**	**12**

(C)(2) Reviewer Comments:

(a) Many of the essentials of a high-quality plan are listed by the District here. The district has embraced what the research indicates is effective for PD -- that it must be sustained, embedded. It does incorporate some elements of the plans for retention of teachers, although recruitment strategy is lacking. A mentor model is one way to do this on the retention side, but it would be helpful to give some indication of who will be mentors.

(b) The applicant is proposing to meet this through required Professional Development (PD). It has referenced elsewhere in the application that various technological data systems are available to the educators.

(c) The district should be commended in noting that its principals must become instructional leaders. This embraces the correct approach. The application notes that it will have access to evaluation systems to help this. However, it would benefit from a more thorough discussion about how the district plans to support principals beyond requiring them to become instructional leaders. In what ways will the culture and relationship change between the district and the school leadership so as to give building level folks the tools, structures, etc. that they need. PD/data systems are ways, but does the district contemplate others?

(d) While the district should be commended for its approach, it does run the risk of being too "top-down." The application notes quite frequently that educators will be "required" to attend many PDs. One hallmark of effective PD is that it -to the extent possible- invests the educator. The application lacks a clear discussion/plan about ensuring that high-quality teachers are dispersed evenly through the district and in the high-needs areas, such as special ed. Moreover, the district's discussion of the Danielson evaluation <u>and</u> then Educator Effectiveness evaluation system is confusing. It is unclear if there are multiple evaluation models and how/whether they overlap.

Middle

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	**15**	**9**

(D)(1) Reviewer Comments:

The district should be commended for its adoption of a master plan (EDP) with very important educational elements. Some comments deserve attention.

(a) The LEA has given important authority to the school-level and the use of Executive Schools Teams.The groups apparently creates "the framework" for the district's educational. The organization between the Teams and Committees could be elaborated upon. The application suggests that the EST decides and the Strategy Committee then "ensures commitment" for any key initiative. The relationship between the Strategy Committees and the Operational Planning Committees could be clarified. It could be clearer regarding n who has the ultimate authority for assuring that the tasks, deliverables, etc are actually met -- the Executive Team/Strategy Committee?

(b) The leadership team has control over the calendar, so long as it aligns to the EDP. The application does not specify how principals are "seriously engaged in the recruiting and hiring practices of the district." Some explanation of this would be helpful to gain a better understanding of how they are involved in a practice that "facilitates personalized learning."

(c) The district has a policy that it contends permits it to allow students to demonstrate mastery. Thus, it has a policy in this regard. Actual practice of this needs roe detail.

D) See comment above.

Low/Middle

	Available	Score
(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

The district's plan requires a great deal of technological savvy and resources, given the data it is managing.

(a)-(b) it has devoted considerable resources to educators so that they have access to necessary tools. (e.g., training in SAS). However, the plan could benefit from increase in training for parents or additional explanation about how the parents are trained (e.g., what role does InShore Technology play) as it relates to technical support for parents.

The applicant does not explicitly say that they have use interoperable data systems but does suggest that data will be "seamless." I could not find explicit references to parents being able to "Export" data.

Middle/High

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10

(E)(1) Reviewer Comments:

The district's plan includes essential elements to ensure continue improvement and dialogue. These include:

School Improvement Plans with annual assessments with specific metrics.

Building Teams that meet quarterly with bi-weekly data meetings.

However, the plans for public communication are lacking detail. The plan listed who is responsible for communicating the information, but lacks specificity.

Middle

	Available	Score
(E)(2) Ongoing communication and engagement (5 points)	5	3

(E)(2) Reviewer Comments:

The letters in support of the district reflect that it has met with key players in the community. This is a positive sign with respect to communication going forward. The application indicates that partner relationships will be nurtured and

maintained. There would be a benefit to some formal structure in place for communication with these groups rather than reliance on a single individual who may be different person in a few years.

The mechanisms it will employ (social media, website, print) are all accepted means to deliver its message.

Middle

(E)(3) Performance measures (5 points)	**5**	**3**

(E)(3) Reviewer Comments:

Some of the rationales in support of the various performance measures are convoluted. For instance,

All (c) The performance measure listed here is not stated well in terms of its rationale and methodology.

See **Grades 9-12 (c)** Performance Measures - Keystone - Does the Keystone Assessment measure all the variables that are listed there? It seems like the assessment measure is the Keystone. A simple statement of what the rationale behind this is would suffice.

Middle

(E)(4) Evaluating effectiveness of investments (5 points)	**5**	**3**

(E)(4) Reviewer Comments:

The use of various methods to "triangulate" data is one acceptable way to get a better understanding of how effective the investments are. The district uses common terms in this regard (e.g., indentify gaps and etc.) and it includes three levels of review (case study, implementation, etc.). The application could have added a more detailed use of these "mixed methods" would have added more to its analysis of RTTT funds.

Middle

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	**10**	**5**

(F)(1) Reviewer Comments:

The lion's share of the funds will go to personnel and benefits and professional development.

The numbers supplied for the new positions seem reasonable (e.g., salary of PreK teacher of of approx. 50,000 and health benefits of 18,000).

The sufficiency of the funds with respect to its consultants may be insufficient to meet the needs here. Given that PD should be embedded and sustained, the district's plan would benefit from developing the content expertise from within. Many districts embed this role in math and reading coaches. These coaches then become the consultants and are -in-house. While consultants may be appealing on one level, they tend to be poorer investments. As a side note, $5000/day for AP consultant services for a total of $20,000 may be more wisely spent on developing the expertise in-house then diffusing the knowledge (or through a district curriculum coordinator). See App. p. 148.

Middle

(F)(2) Sustainability of project goals (10 points)	**10**	**6**

(F)(2) Reviewer Comments:

One of the drawbacks of the plan is the expense associated with consultants. The sustainability would be improved by developing PD resources/expertise in-house. <u>See</u> Comment regarding (F)(1). With the expertise developed by staff (who are more likely to stay) sustainability improves.

Middle

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**0**
Competitive Preference Priority Reviewer Comments:		
Not addressed.		

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**
Absolute Priority 1 Reviewer Comments:		
The application has met this priority. The followings supports this assertion		
RTII is a proposed instructional method by the district to be used in connection with its grant. This is a well-accepted as personalizing instruction through the use of data.		
The district has committed itself to analyzing student data on an individual level and building instruction around that.		

Total	210	132

Race to the Top - District

Technical Review Form

Application #0250PA-3 for Greater Johnstown School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	**10**	**7**
(A)(1) Reviewer Comments:		

Applicant detailed an overarching vision to have each student graduate career/college ready and for each student to be cared for as an individual. Applicant presented a plan to achieve this vision by building upon the four critical strategies of the Education Program Design (EDP) presented by its newly appointed superintendent and adopted by the school board. The four key strategies include professional development, response to intervention, curriculum, and school wide positive behavioral support. Each of these will address the core assurance areas in some manner: professional development for teachers and principals based on data and identified needs, implementation of a K-12 tutoring program, early warning system of students off-track, revision and rewriting of curriculum to align with state adopted Common Core Standards, use of programs to promote positive social and emotional developments through relationships. While plan is developed, it is limited in its description of how each of the four key strategies will be developed and aligned to address the core assurances fully.

(A)(2) Applicant's approach to implementation (10 points)	**10**	**10**

(A)(2) Reviewer Comments:

Applicant selected a comprehensive and inclusive approach for the proposal including all schools and all students. Selection is supported by data presented by school level of students and make-up of the students. District is relatively small in size and inclusion of all students presents a comprehensive reform which can impact significant whole system change.

(A)(3) LEA-wide reform & change (10 points)	**10**	**3**

(A)(3) Reviewer Comments:

The applicant selection of a comprehensive district wide initiative and goals that will be supported and enhanced by the grant demonstrates its extended reach to all students. There is an insufficient description of how revision and rewriting of curriculum and response to intervention will improve student learning outcomes. Applicant outlines proposal's goals already begun in the district and how these will matriculate throughout the duration of four years. Each year will build upon established goals of the previous year with full implementation to be in place by year 3.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	**10**	**10**

(A)(4) Reviewer Comments:

Applicant clearly identifies goals based on state assessments to set ambitious yet achievable goals to accelerate student learning. Applicant defined a well articulated approach to determing goals by identifying baseline data and setting goals that would not only increase the number of students scoring at the upper two quartiles, but also decrease those scoring at the bottom. Applicant supported the closing of the achievement gap by establishing targets based on the state's RTTT goals and in many grades and subjects eliminating the gap altogether. Applicant demonstrated a strong foundation of graduation rates at 85% in all subgroups and ambitiously plans to achieve 100%. Applicant supports its statement of successful college enrollment by noting that in the year leading up to the grant, all subgroups saw increases in enrollment at the post-secondary level. Applicant set targets to build upon this success.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	**15**	**3**

(B)(1) Reviewer Comments:

Applicant provides data from within only the most recent months and data well over four years old to demonstrate a track record of success.

- Increased proficiency in math and reading in grades 3-5 from end of year data (11-12) to baseline data demonstrates only one year of success

- Awarded Bronze by US News & World Report at high school level in 2012 which is the third year to earn this award
- 2004--named outstanding district by Standard and Poor

Applicant does not address successes regarding closing the achievement gap, graduation rates, or college enrollment.

Applicant provides limited information on reforms in low-achieving schools.

- Weakness acknowledged at high school level. New building and programs built were only explanation given which indicated reforms at this building.

Applicant does not address how data is made known to students or parents in order to improve achievement towards goals.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4

(B)(2) Reviewer Comments:

Applicant specifies an open and transparent process for budgeting/accounting.

- All expenditures at district and building level discussed at public board meetings and posted on website.
- All records, meetings, and minutes are open and available for public view
- Report cards for schools districts published on state website

While information is open and transparent, data is not presented by school but rather by levels (elementary, middle, high).

(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

Applicant defines current adoptions and guidelines by local and state boards which support the proposal's goals.

- Standards Aligned System provides resources and plans to aid teachers in implementing the goal of the Educational Design Plan
- New teacher evaluation system tied to student achievement will assist in ensuring academic achievement of students
- State longitudinal data system (PIMS) will allow applicant's sytsem to provide real time data to educators, parents, and stakeholders to monitor progress

Applicant has a strong, legal foundation and sufficient autonomy to implement the goals of the proposal.

(B)(4) Stakeholder engagement and support (10 points)	10	5

(B)(4) Reviewer Comments:

Applicant demonstrates convincing support for the goals of the proposal.

- School board adoption of the Education Design Plan--a cornerstone of the reforms suggested by the grant
- Principals, teachers, and staff involved in numerous "strategy committees" to develop the goals
- Numerous letters of supports from parents, students, student organizations, colleges, and community partners all express a commitment to seeing the initiatives implemented

It is not evident whether or not the applicant has the full support of teachers, either by collective bargaining or evidence of 70% percent support, as neither is addressed directly. The inclusion of teachers on strategy committees is the evidence of teacher involvement and support.

Insufficient or lacking evidence of how the involvement of groups played into any revisions of the proposal.

(B)(5) Analysis of needs and gaps (5 points)	5	3

(B)(5) Reviewer Comments:

Applicant provides evidence that there are gaps and needs within the district which need to be addressed through the four goals of the grant.

- Use of data is not timely and reviews do not take place in such a manner as to impact the instruction.
- Behavioral issues were becoming the predominant focus of classrooms rather than instruction.
- Achievement levels have flat-lined.

While applicant clearly identifies these gaps, it is not explicitly stated how the proposal's reforms will address each. Applicant has measures in place to address to conduct significant data analysis through planning committees who develop "Getting Results" plans on an annual basis. While applicant does state these committees aid in selecting interventions and supports (which is one of the four major goals of the proposal), the remaining three goals are not addressed explicitly.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	**20**	**9**

(C)(1) Reviewer Comments:

Applicant identifies strategies which are either currently in place and will be enriched or expanded or new strategies which will be implemented to prepare students for colleges and careers.

- Seeking accreditation for early childhood programs and hiring additional staff to create smaller classes.
- Additional staff development for how to smooth transition times within the district (Elementary to middle, middle to high, etc.)
- Implement an early warning system for students who are at risk to be monitored and managed by a new intervention position
- Expand STEM program to elementary grades
- Enhance the 9th grade Success Academy and Freshman Seminar
- Hire a Dual Enrollment Coordinator and pay dual enrollment expenses
- Expand vocational opportunities through expanded certifications and additional vocational instructors

Goals align with college and career standards but are lacking in explicit evidence of personalization of learning.

Instructional approaches, practices, strategies and delivery are obscure and do not define any content.

Accommodations for high need students is not addressed.

Majority of goals involve hiring of personnel and do not explicitly state how this addition will help support students in managing their own learning.

(C)(2) Teaching and Leading (20 points)	**20**	**7**

(C)(2) Reviewer Comments:

Applicant identifies several key points to improve teaching and leading.

1. Alignment of standards

- Develop lessons aligned to PA Common Core
- Utilize the Standards Aligned System to provide training and delivery of lessons

2. Professional Development

- Implementation of new teacher evaluation based on effective teaching and student achievement
- New teacher training and induction; mentors assigned to new teachers
- Weekly data meetings
- Administrator training through the Pennsylvania Inspired Leadership Program
- Development of staff information system to track professional development and evaluation records

Goals are strong and supported with a reasonable plan and timeline for implementation. Goals, however, do not directly tie to the goals of the proposal for personalized learning which will increase student achievement and close achievement gaps. There is no indication of how feedback will be provided and/or used to inform improvement. There is no evidence of frequent measures of student progress addressed in this criteria.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	**15**	**10**

(D)(1) Reviewer Comments:

Applicant demonstrates strong evidence of support from the central office in the implementation of the outlined goals within this proposal.

- School board and superintendent have entered contract with each other to work together to guide policy, management, and operation of the district.
- Creation of Excecutive Schools Team comprised of central office staff and building level administrators
- Implementation of Strategy Committees which are developed for any key initiative; committees are comprised of community stakeholders, parents, and educators

Schools have the autonomy and flexbility over many functions within the school.

- Local school level administrators control staffing
- School level administrators assist in setting the annual calendar
- School level administrators set the professional development calendar

Students have several means by which to earn credit including Independent Study, Dual Enrollment, and web-based learning.

The provision of resources and practice that are adaptable and fully accessible is lacking as only a brief statement of the district's move to a Universal Design model for students with disabilities is included.

(D)(2) LEA and school infrastructure (10 points)	**10**	**6**

(D)(2) Reviewer Comments:

Applicant demonstrates strong evidence of making information, data, and resources available to parents, students, and educators.

- Local school website, facebook page, twitter, and youtube channel
- Utilization of Powerschool which allows parents and student access to real-time data regarding student progress (grades)
- Multiple print media are used: local newspaper, special district section in paper once a month, and quarterly district newsletter
- Recent purchase of program to compile longitudinal data

Applicant notes that digital resources are available to all students at the schools utilizing the current technology infrastructure which is inclusive of computer labs which are available and accessible before and after school.

Applicant has several measures in place to provide support in the use of technology.

- Employment of technology professional to provide technical support internally
- Contracted services to provide support to the district, parents, students, and staff
- Use of Cooperative Education students to provide maintenance and repair of equipment

Applicant does evidence that information can be extrapulated and outsourced in an open format.

Applicant provides a limited description of how student data (School Net) and current grading system (Powerschool) are interoperable. No description of how other systems coordinate.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	**15**	**5**

(E)(1) Reviewer Comments:

Applicant designates a current practice for the monitoring approach to continuously improve the outcomes of this proposal.

- Buildings complete and update School Improvement Plans
- Data is collected and reviewed four times a year
- Data dialogs are held though it is unclear as to who is involved or how often as both quarterly and bi-weekly meetings are mentioned

Communication of data falls to the teacher to communicate student level data; the building principals to assist teachers; and central office to communicate with external providers and partners. There is no evidence to indicate the information communicated is directly tied to or reflective of the progress of the proposal.

While these are clear approaches to address student achievement and mastery toward standards, there is no clear description of how the specific goals of this proposal will be monitored, assessed, or revised as needed.

While parents do indeed need student level achievement data, it is undocumented how the progress of the actual investments of this proposal will be shared with parents and stakeholders.

(E)(2) Ongoing communication and engagement (5 points)	**5**	**5**

(E)(2) Reviewer Comments:

Applicant has clearly identified numerous means of communication with internal and external stakeholders.

- Use of social media (facebook, Twitter, You Tube channel)
- Use of school website
- Use of print media including quarterly school reform articles and data reports
- Public service announcements
- Use of district radio station
- Public speaking engagments
- Monthly status reports and meeting minutes provided to staff

Applicant demonstrates a strong, comprehensive plan for communication of proposal to all stakeholders.

(E)(3) Performance measures (5 points)	**5**	**2**

(E)(3) Reviewer Comments:

Performance measures and targets are ambitious yet achievable and loosely align with the four anchor strategies of this proposal.

- Use of Reading Recovery as a response to intervention for grade Prek-3 to address balanced literacy skills which will address the achor strategies of Response to Intervention and Curriculum
- Implementation of SWBS to increase non-cognitive skills to address strategy of developing a school wide positive behavioral system
- Increasing number of students taking advanced level classes to address strategy of College & Career Readiness

Applicant does not provide rationale for the selection of its measure.

Applicant does not describe how measures will be reviewed or revised over time.

Applicant does describe through the performance measures how achievement of the targets will aid the district in improving academic achievement of students and college and career readiness of its graduates.

Applicant states that implementation of SWBS will decrease the achievement gap but statement is not supported with evidence or rational provided as to how this measure is tied to narrowing of achievement gap.

(E)(4) Evaluating effectiveness of investments (5 points)	5	4

(E)(4) Reviewer Comments:

Applicant outlines a concise plan to evaluate the effectiveness of the implementation of the proposal. Through a contracted agency, the district and agent will assess the grant on four key components:

1. research and development
2. implementation fidelity
3. formative feedback
4. technical assistance

The agreement includes multiple methods for assessing each component: case study, implementation study, and achievement and attainment study. Service provider will use multiple data sources to triangulate information for a true picture.

It is not clear how the information provided from the contracted agent will inform decisions of how to more productively use time, staff, money, etc.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

All funds requested are substantiated and supported by the goals of this proposal. Applicant clearly denotes one-time expenditures and those which will be supported with other funds. Applicant describes rationale of individual budget components as they are continuations or enhancements of school reform initiatives. Applicant does not indicate if personnel positions will be sustained after the proposal and limits the positions by stating they will be employed for duration of the RTTT-D funds.

(F)(2) Sustainability of project goals (10 points)	10	4

(F)(2) Reviewer Comments:

Applicant acknowledges that many of the funds requested are for personnel and might not be sustainable beyond the grant due to fiscal instability. However, the applicant does support that several key hires are to "catch" students up and have them prepared for the years beyond thus working themselves out of a job. This is incongruent with data presented previously. The remainder of the funds are short-term or one-time expenditures which can be maintained by current staffing.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**0**
Competitive Preference Priority Reviewer Comments:		

Applicant does not address competitive preference.

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**
Absolute Priority 1 Reviewer Comments:		

Goals within this proposal are practices which will help indivdualize the instruction of all students through the implementation fo the four anchor strategies described: Professional development, response to instruction & intervention, curriculum, and school-wide positive behavioral support. The plans described for each of these anchors loosely tie to the four core assurances and the over-arching goal of producing students who are college and career ready. The applicant's involvement of all students in each of these plans will support the acceleration of student learning but it is sparse in how the achievement gap will be signficantly narrowed.

Total	**210**	**117**

Race to the Top - District

Technical Review Form

Application #0250PA-4 for Greater Johnstown School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	**10**	**7**
(A)(1) Reviewer Comments:		

GJSD will serve a community with greater than 30% of the population living beneath the poverty level and nearly 80% of its students receiving free and reduced meals. More than 50% of GJSD students are identified as high-needs.

GJSD presented a systemic way of answering a moral imperative to position itself to serve as the catalytic, restorative agent to its community. A new superintendent has been hired; a new Education Program Design that mandates high expectations and individual academic achievement is in place. Strategies that are aligned with the district, state and national common core standards are approved. Pennsylvania's Standards-Aligned Systems which ensures alignment among standards, curriculum, assessments, instruction, interventions and materials and resources is being honored. Key strategies that include professional development, Response to Instruction and Intervention, a renewed curriculum, school-wide positive behavioral support, and resilience are emphasized.

The core educational assurance areas are respected as follows:

(1) the plan has clearly articulated district goals and the district has adopted the Common Core Standards. The goal of GJSD is to ensure its curriculum, course offerings and graduation requirements are rigorous, demanding and meaningful. A curriculum strategy team has been convened, with an outside curriculum expert leading the charge. Through the aforementioned Standards-Aligned Systems the district will revise and rewrite the district curriculum PreK- 12 so that it achieves 100% alignment with the PA Common Core Standards and is aligned with local colleges and universities who have ready-to-go articulated programs for high school students to obtain college credits. The framework will also be used to ensure that all interventions are standards aligned. The new curriculum will also offer project-based learning, technology-based learning, stand-alone or interdisciplinary courses, and hands on experiences or community-based projects. The new curriculum will give students opportunities to choose different career paths, including vocational-technical offerings, access advanced placement, dual enrollment, participate in mentoring and apprenticeship programs and successful situate themselves to graduate college and career ready. The GJSD planning, through a bio-diversity credited program of study, in partnership with a national leader in medical research, and an expanded engineering program will enhance its existing course of study in engineering. New initiatives will allow for horizontally & vertically aligned, rigorous, relevant, meaningful curriculum that meet the needs of each student and allow student interests and talents to determine the best pathway for success.

(2) The GJSD will focus on building the capacity of each educator to garner the desire, skills, support and tools necessary to create a learning environment that develops a positive rapport between them and their students support and training of teachers and principals. Educators will ensure that students receive individualized, effective, aligned, data-driven instruction designed to prepare them for college or a career. GJSD will determine all professional development activities in a data-driven manner that is consistent with building-level student, teacher and principal needs. There is a new PD framework to work with new teachers.

(4) A new research- based K-12 tutoring program (i.e. Response to Intervention) and early warning system are in place to work specifically with African American, economically disadvantaged, and IEP subgroups. The plan offers flexible grouping and instruction with Tier I, Tier II and III interventions.

Core assurance number 3 (recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most) was not addressed in this section.

All the same, the plan was largely comprehensive, coherent, and credible vision for reform.

(A)(2) Applicant's approach to implementation (10 points)	**10**	**8**

(A)(2) Reviewer Comments:

GJSD demonstrates an apparent commitment to advancing the education of all students. As a majority of the district's students qualify as high-needs and/or low-income, MCSD will implement its respective plan in all schools. A chart provides the list of all the schools and the numbers of students that will participate in grant activities but was absent a narrative, in this section, about the rational of the implementation.

(A)(3) LEA-wide reform & change (10 points)	**10**	**5**

(A)(3) Reviewer Comments:

This section included the implementation plan that entails training and professional development in Year 1, implementation beginning in Year 2 and extending throughout Years 3 & 4. With so many high-needs and low-income students, not allowing for some gradual implementation during Year 1 may hinder the longer runway needed to readily translate the strategies into the much-needed, meaningful reform district-wide.

How the district would scale up its operations was described in A1 but not necessarily in this section. Also, the district did not put forth a logic model or theory of change unless it is using the Education Program Design mentioned in A1 for that purpose.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	**10**	**8**

(A)(4) Reviewer Comments:

The charts and narrative offer summative assessments being used, methodology for determining status, and the methodology for determining growth among each student group. The district should be applauded for honoring its multiracial students by identifying them as a unique group with its own challenges and having specific expectations for them as well.

Based on the beginning scores and outcomes and the expected performance on summative assessments, this district put forth a steady yet ambitious plan for improving achievement, for decreasing achievement gaps and inequities, for increasing college enrollment and for college degree attainment that appears to be achievable. The graduation rates are commendable but a 100% goal is likely unattainable, not because the district does not have high expectations and second chance systems in place but because life happens and students, sometimes, make destructive choices that are commensurate with their developmental stage of life. Rationale for the growth plan of improved outcomes was offered by grade and subgroup. It is assumed that PVAAS is the state's ESEA targets and that the plan aspires to equal or exceed them.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	**15**	**7**

(B)(1) Reviewer Comments:

The strengths are as follows:

As early as 2004, GJSD was named as one of 45 out-performing school districts in Pennsylvania and as recent as 2012, the high school received the U.S. News and World Report Bronze Medal, for three consecutive years. This was based upon mathematics and reading proficiency on state assessments for subpopulations. Preschool and high school reform efforts have been put in place along with community partnership. In 2012, a new superintendent and several new principals were hired to lead the reform further. Even this year there has been improvement among elementary students as well. The district attributed these gain to its data analysis and school improvement planning.

The weaknesses are as follows:

Neither gains nor strategic efforts for middle students were explicated in this section. This section also omitted explanations of their high school graduation and college enrollment achievements, and its history with low-performing schools. While data analysis was cited as a reason for improving the scores of elementary students, it remained silent on the ways that the data analysis best serves educators and parents in ways that inform and improve practice and participation, respectively.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	2

(B)(2) Reviewer Comments:

Strengths:

Pennsylvania has implemented the Sunshine Act, which requires open records, public meetings and public recordings of meetings. GJSD appears to be transparent about its operational budget in that all expenditures at the district level and building level are available for public review by way of its website. Such information is also discussed at board meetings.

Other items of interest such as meeting agendas, meeting notes, academic performance, student attendance, graduation rates, dropout rates and student growth rates for the district are available.

The superintendent provides a monthly internal status report to all the employees of the district to review the decisions made by the school board. The district also uses newsletters and its own radio station to disseminate information.

Weaknesses:

The plan did not guarantee that any of the above information is listed by school nor did it mention whether actual personnel salaries at the school level for all school-level instructional and support staff are posted. Besides, community members who are victims of the digital divide may be left out of the information loop.

(B)(3) State context for implementation (10 points)	10	8

(B)(3) Reviewer Comments:

The district, seemingly, has conditions that are ripe for sufficient autonomy. An example is the development of the Standards Aligned System which provides educators the tools, supports, resources and networking opportunities necessary to develop and honor standards-aligned curriculum, assessments, instruction, and interventions. Another example is the execution of the district's Educational Design Plan. The district has already begun a comprehensive, needs-based, reform strategy in order to better implement personalized learning environments.

(B)(4) Stakeholder engagement and support (10 points)	10	7

(B)(4) Reviewer Comments:

Strengths:

This section speaks to the Educational Design Plan as the change theory and that part of that philosophy calls for the engagement and decision-making of both internal and external stakeholders. To this end, the district has established Executive Schools Team, Strategy Committees, and the Operational Planning Committee. The GJSD has a history of working in collaboration with non-profit organizations and two- and four year universities. The district attached a high quality and credible plan with goals, deliverables, and responsible parties.

Weakness:

Reportedly, GJSD created a communications marketing plan to target and plan with appropriate stakeholders. It also considered each groups' needs when determining meeting dates and times, meeting content and methods of collecting feedback. However, the narrative did not speak to the specific ways in which it went about engaging stakeholders in the development of the proposal or how the proposal was revised based on their engagement and feedback.

The district, reportedly, engaged numerous professional staff and partners to strategize and then build solid operational plans to effectively and intensely guide the work. Letters of support are included from such key stakeholders such as parents, student leaders, private educational organizations, regional college board, institutions of higher education, faith-based organizations, civic and community-based organizations, the mayor and other political representation. The business community, per se, was not well represented. A union person signed the application but no letter was included from the collective bargaining representation.

(B)(5) Analysis of needs and gaps (5 points)	5	2

(B)(5) Reviewer Comments:

The district, in this section, offered an analysis of its journey toward school improvement. However, it primarily spoke to all the systems and strategies that did not work.

It outlined the systems that were in place to review, analyze, and synthesize student data from multiple levels of assessments to determine root causes, areas of deficiency and areas of strength with corresponding plans of action. Reportedly, the plan included anticipated timelines and milestones. Building level committees with broad representation

were led by school principals. Data driven, building level improvement plans were reviewed and updated annually. In spite of these efforts, the district was not successful.

Subsequently, a new district chief was employed and a district-wide, school improvement plan with four primary foci was established. Also identified were key areas of need such as professional development for curriculum, instruction, and classroom management. Nevertheless, the district did not put forth a reinvigorated, high quality plan to implement personalized learning environments using its previous unsuccessful attempts as fodder to move ahead.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	**20**	**12**

(C)(1) Reviewer Comments:

Strengths:

With community partnership, GJSD seeks to expand its preschool program for high-needs students and students with disabilities. It also aspires to become accredited by the premiere early childhood organization, NAEYC.

An Early Warning System will help the district to act proactively on behalf of students. Transitional periods will be monitored for signs of academic or socio-emotional stress. Intensive, specific, and aligned interventions will be provided. For instance, Intensive tutoring of high-yield programs in literacy and math will be used for remediation.

A web-based system of data will be available to teachers, principals, counselors, mental health professionals working within schools, home and school visitors and any other professionals working with students so that proactive interventions will be administered before failure is experienced.

Teachers will be evaluated with the Charlotte Danielson's Framework for Effective Teaching. Principal and Superintendent Evaluation models are also in place. There will be an emphasis on STEM courses beginning in kindergarten and teachers will receive the training needed.

In order to sustain a personalized learning environment, Multiple Student Pathways will be available to students for their high school experience beginning in 9th grade with the Success Academy. Career cruising software and resume/portfolio building technologies (digital learning content) will be purchased and become part of the high school curriculum for individualized interests of students to foster deep learning experiences in areas of academic interest. This will help students to understand that learning is key to their success in accomplishing their goals. Students will also be encouraged to take advanced placement courses. An additional vocational instructor will be hired at the high school. Intensive supports such as credit recovery, tutoring, and summer school, when needed, will assure they are on track to graduate by the end of 12th grade.

Partnerships are in place for dual enrollment. To graduate high school, all students will have to meet the academic requirements of the Common Core Standards as demonstrated via the state's exit exam regulations. These standards coincide with learning and development goals that are linked to college- and career-ready standards / graduation requirements, and will the district to structure learning to achieve its goals and measure progress toward them. Beyond graduation requirements, students will have to meet similar requirements disciplines which are not a part of high-stakes testing of the state.

Mechanisms are in place to provide training and support to students that will ensure that they have the tools and resources to track and manage their learning.

Weaknesses:

Implementation of a variety of high-quality instructional approaches instructional strategies was not highlighted. Also, multiple efforts to ensure the success of middle schools were not apparent. An additional vocational instructor for middle school to expand the STEM program was mentioned but without a layered approach and additional strategies. It could be assumed that students will have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; however it was not addressed. Being in the same space with diverse populations does not ensure cultural competence.

Leadership skills such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving were not highlighted. Also, there was no discussion of how students who are among the digital divide would have access to technology when they were not at school. Another concern is that parents may be left out of the loop on student choice and progress. Sound goals and strategies were set forth but without a high quality plan with deliverables, timeframes, and respective, responsible parties.

(C)(2) Teaching and Leading (20 points)	20	18

(C)(2) Reviewer Comments:

Improving learning and teaching from highly effective teachers is satisfied as follows:

- Professional development focus will be on translating high standards into practice in the classroom.

Implementing instructional strategies is addressed as follows:

- inclusion of students with disabilities through the use of research-based strategies will be provided for new teachers.

- All new teachers will be required to reach proficiency in all core areas at the end of three years.

- Weekly data meetings will be used to implement the strategies taught through professional development.

Improve instruction and increase capacity to support student progress is met with the following:

- Professional development focuses on new teacher training and induction.

- For veteran teachers, professional development activities will be grounded in effective teaching strategies and content and will provide teachers with opportunities to practice strategies develop their skills and collaborate with other teachers.

- Professional development activities will be designed to increase knowledge and effectiveness in designing, developing and implementing lessons and activities that are aligned to the PA Common Core Standards.

Personalizing the learning environment to processes and tools to match student need is given attention as follows:

- Building teacher capacity for analyzing data, tailoring instruction to meet student needs, choosing appropriate interventions, and working collaboratively with others to get students the assistance that has been identified.

Accelerate learning through support is responded to as follows:

- Professional development activities to ensure that all Advanced Placement courses are vertically aligned between grades and students can transition from level to level successfully.

- Advanced Placement teachers will also participate in College Board training that focuses on appropriate rigor, relevance and depth.

High quality learning resources is honored as follows:

- All principals participate in the Pennsylvania Inspired Leadership (PIL) program.

- The Staff Information Management system, a new technology to assist staff in monitoring professional development attainment amd keeping records related to evaluation and related training will be employed.

Teacher evaluation and teacher feedback are dealt with as follows:

- Principals within GJSD will be required to take charge of their buildings and become the instructional leaders and decision making facilitators.

- All teachers will be evaluated using the Charlotte Danielson's Model for effective teaching.

The frequency of measuring student progress is not addressed here.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score

(D)(1) LEA practices, policies, rules (15 points)	15	14

(D)(1) Reviewer Comments:

Organizing the LEA central office, or the consortium governance structure, to provide support and services to all participating schools:

- The board and Superintendent have set an expectation for a culture of engagement.

- There is reported communication and commitment between the board and the superintendent.

- The superintendent and school board have set expectations that allow principals to be seriously engaged in the recruiting and hiring practices of the district. The Superintendent allows for great flexibility for school-based decision-making and expects school leaders to engage staff, students and community members in the building governance.

- The grant's activities, budget, goals, etc. came from the staff and community by way of the Strategy Committees and Operational Planning Committees.

Providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets:

- Principals are empowered to participate in establishing the district's annual calendar and have the authority to design the student/staff school days and teaching assignments. Principals also work to set the professional development calendar and are expected to demonstrate how the calendar aligns with the framework of the Educational Design Program.

- Reform elements and transforming the culture by using the internal staff at each building to create their systems, protocols, and decisions unique to them and toward the same high ends are outlined in the grant proposal.

- Preparation of the district's budgets for the buildings is empowered through the Educational Design Program that was approved by the board.

- At the student level, the Board has a policy that allows great flexibility for students to demonstrate mastery using multiple measures; the board supports the GJSD's Independent Study Policy, Dual Enrollment, Credit Recovery and web-based learning and innovative learning and assessment approaches.

- The GJSD's program for students with disabilities is leading to a Universal Design model, with commitments to building of a strong supportive, preventative and inclusive set of conditions and practices.

An omission was addressing the opportunity for students to progress and earn credit based on demonstrated mastery and in multiple ways.

(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

The district and school infrastructure support personalized learning with technology:

- computer labs that serve as learning centers during the day and during the after school programming.

- The district did not speak to assuring that technology access is available to low-income and high-needs students; neither did it attempt to alleviate the digital divide for it students and parents.

- A district-wide data system links to all learning resources that are used throughout the district's curriculum as well as the student management system.

- Technology links to such resources as the Study Island and Plato.

- Pearson's PowerSchool and PowerGrade are used for the student management system and grade book.

- Parents are given access to all student data (academic and non-academic) allowing them to monitor their child's progress and communicate with teachers.

- The security of the data system is maintained according to regulations set forth for password protections.

- The district has developed a social media presence through the creation of a Facebook page, a Twitter account, and a YouTube channel.

- SchoolNet, a longitudinal data system so that the teacher-student link, tracking, and monitoring of student achievement across grades and educational systems can be available.

- The district subscribes to Discovery Streaming, which supports teachers in accelerating student achievement, by bringing the wonder of Discovery into classrooms to ignite students' natural curiosity. Through this same partnership, teachers and students have access to Defined STEM which combines a unique set of real-world themed resources to create a 21st century learning platform.

- Technology Professional is responsible for providing technical support in software, hardware, and network solutions for staff and student utilization.

In this section, the district did not speak to the technological advances for human resources data.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	**15**	**12**

(E)(1) Reviewer Comments:

Continuous improvement is addressed as follows:

- The district utilizes the Getting Results Continuous School Improvement Planning Tool to develop building-level, individualized school improvement plans.

The district offers regular feedback on progress as follows:

- Student-level needs will be determined by data review and analysis.

- The superintendent will communicate with the board and parents.

- Central administration and program managers will be responsible for communicating with external partners.

- Building-level administrators will be responsible for communicating teachers.

- Teachers will be responsible for communicating with tutors, teacher's aides, tutors, and extended day learning partners.

Corrections and improvements are made as followed:

- Through annual review and updates by the school improvement planning committee based on all available data collected and analyzed throughout the preceding year.

(E)(2) Ongoing communication and engagement (5 points)	5	4

(E)(2) Reviewer Comments:

Strategies for ongoing communication and engagement with internal and external stakeholders are as follows:

- The communication and engagement plan utilizes family and community members to help spread the word and build the capacity of others within the community. The communication plan also addresses internal communications necessary to keep parents, community members, business and other established partners involved and engaged in the reform process.

- Social media (Facebook, Twitter and YouTube) and the district's radio station help to disseminate information.

(E)(3) Performance measures (5 points)	5	3

(E)(3) Reviewer Comments:

The district anticipates steady and achievable improvements in performance by subgroup.

It plans for effective principals, effective teachers, academic achievement, and character development .

It expects increases in students who have access to STEM coursework, those who participate in Advanced Placement courses, students who apply for college, and students who are on track for college and career readiness.

The plan calls for a reduction in discipline referrals.

It did not offer much of an explanation or rationale for its plan here. Much of it has been addressed in other parts of the proposal.

The district did categorically express that the ultimate goal is to prepare all GJSD students for college and career readiness by graduation.

	Available	Score
(E)(4) Evaluating effectiveness of investments (5 points)	**5**	**3**

(E)(4) Reviewer Comments:

The district provided multiple, sound ways in which it will evaluate its plan and theory of action for success. It included an examination of research and development methodology, implementation fidelity, frequent formative feedback, and technology and technical assistance to facilitate GJSD' s efforts to build capacity to use data for decision making. Through triangulation, the district will collect, analyze, and synthesize information related to program design, implementation, and effectiveness.

It did not speak directly about working with community partners, compensation reform, professional development, or modification of school schedules and structures.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	**10**	**10**

(F)(1) Reviewer Comments:

The budget seems reasonable and sufficient. Timeframes for the expenditure of budget items were included in the addendum. The budget gave grant period details, defining the start and end dates for the grant budget years that align with the grant start and end dates. Budget summaries and project level narratives were provided. Ongoing versus one-time cost was noted.

	Available	Score
(F)(2) Sustainability of project goals (10 points)	**10**	**5**

(F)(2) Reviewer Comments:

The applicant desires to keep all of the staff hired from this grant but cannot guarantee it. It will pursue grant funding to fill in the gaps.

While proposed spending is for many one-time purchases, there are pricey recurring expenses such as approximately $3,000,000 in personnel costs and approximately $2,000,000 in fringe benefits.

The district believes that it will make sufficient gains to the point of students not needing as many intervention services that dictate costs. However, this means that many would likely lose their employment with GJSD. Hence, there is no solid plan in place for sustainability of the project's goals after the term of the grant.

Competitive Preference Priority (10 total points)

	Available	Score

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**0**

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**

Absolute Priority 1 Reviewer Comments:

The applicant submitted a coherent and comprehensive plan to address the overwhelming majority of the core educational assurance areas.

Its Personalized Learning Environment initiatives included:

- Supportive relationships with students in order to build an environment that is safe, comfortable, positive, motivated, accountable, collaborative but individualized.

- Cultivation of an environment where students feel valued as human beings.

- Supportive environments where students learn to be resilient and handle adversity in order to minimize distractions.

- Someone notices the early warning signs of students who are struggling.

- Students feel connected.

- Students will be seen as individuals with unique learning styles, interests, goals, expressions and concerns.

- Students will be prepared real-world situations without the need for remediation or other additional supports.

- Available to students are extracurricular activities, social events, community skills, social-emotional learning skills, healthy living skills, plus clear and consistent boundaries and unconditional support.

- There is a district-wide School Wide Positive Behavior Support program.

- Community collaboration is evidenced through partnerships.

Overall, the school board, educators, community partners, parents and students work together to expand student access in order to decrease achievement gaps across student groups and increase the rates at which students graduate from high school prepared for college and careers.

Total	210	143